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attention to mathematics, but from his free general growth in an atmosphere, intellectual and social, which suits his nature."

"Every youth, boy or girl, even if able to earn some wages, needs to be retained under strong control until he has completed the first period of adolescence, i. e., until the age of eighteen or thereabouts." It seems clear that a regimen which deprives our youth, boys and girls, from any share in industrial or domestic toil goes counter to their natural instincts of social service and tends to unfit them for a proper understanding of the world. There are good statements in the book of the characteristics of the adolescent period and of the curriculum which meets its needs. There is also an excellent bibliography and index.

FRANK A. MANNY

BALTIMORE TEACHERS TRAINING SCHOOL

Lutheran Teacher-Training Series for the Sunday School. Book Two. *The Pupil and the Teacher.* By LUTHER A. WEIGLE. Philadelphia: The Lutheran Publication Society, 1911. Pp. 217. Paper, \$0.35; cloth, \$0.50.

This little volume will have a distinct interest for all who are seriously concerned with the problem of training Sunday-school teachers. It is an admirable text for training classes in the Sunday school, and should be of much value as a basis for a similar course in college or university.

Part I contains a series of eleven lessons on a well-balanced and clearly written account of mental development from childhood through adolescence, with special sections devoted to instinct, habit, will, etc.

Part II is devoted to methods of teaching (ten lessons). Here arguments for graded work are presented, suggestions as to lesson-planning, getting the pupil to work, utilization of the principles of apperception and attention, how to ask good questions, the class as a social institution, the spiritual goal, and Jesus, the ideal teacher.

The work abounds in excellent illustrations, and at the end of each lesson are suggestive questions for study and discussion.

The author naturally strives to state clearly old and accepted principles rather than anything new or speculative. His originality shows itself in the arrangement of the work and in the emphasis which he gives various points. It is difficult to imagine how the simpler principles of psychology and pedagogy could be presented more effectively.

IRVING KING

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The Culture of Religion. By EMIL CARL WILM. The Pilgrim Press. Pp. 201. \$0.75 net.

In this volume Professor Wilm gives a well-ordered and fairly comprehensive account of the various activities and agencies in home, school, and